College News

Vol. 9. No. 29 WELLESLEY, MASS., WEDNESDAY, MAY 25, 1910 Price 5 Cents

THE PEACE MOVEMENT.

It seems especially appropriate that in the week following the funeral of King Edward, the peacemaker, as he is fondly called, special attention should be devoted to the subject of peace throughout the civilized world. It is also the week following the Lake Mohonk conference, and only a short time ago the Nobel essay on peace was delivered by Mr. Roosevelt; so that the whole thought of thinking people has been turned toward the practical problems of disarmament and the maintenance of international peace.

The advocates of peace have arranged some very graphic exhibits, showing the miles of macadam road which could be built connecting New York and Chicago, for the cost of a single battle-ship; representing also the hundreds of young men and women who could be given a college education, and giving demonstration of many ways in which the money could be spent for constructive rather than destructive uses.

Within the memory of the present generation our naval force was far less than it is at present. The motto "Excelsior" can be carried into fields where it is not best to excel. Certainly it is a large question for the educated young men and women of our colleges to study into—the question of keeping one's standing in the civilized world among what are called the first-class powers, and the lessening of our armament in the interests of peace.

I shall look forward with eagerness to the number of College News in which such large questions are considered.

Caroline Hazard.

At vespers, on Sunday evening, May 15, an informal peace service was held. In presiding, Professor Coman gave a short address, from which the following is taken:

"Edward VII of England was not a man of genius or originality, not in all respects a man of lofty character, but he was a remarkably influential personality. His power was not the result of position or training or masterful will. He was influential because of the good feeling, common sense, human kindness that were felt in his intercourse with men through all the barriers of rank and custom.

"In his message of condolence, President Taft spoke 'of those high qualities which made the life of the late king so potent an influence toward peace and justice among nations.' He may have had in mind the year of the Venezuela controversy, when war talk was rampant on both sides of the water. A New York daily undertook to print the opinions of prominent Englishmen, and cabled the Prince of Wales for his views on the situation. The answer came back immediately, 'Peace on earth, Good will to men!' These simple words from the heir apparent had more effect in stilling the popular clamor for revenge than all the negotiations of the diplomats.

"As king, Edward VII has done much to maintain the peace of Europe. His diplomacy was not of the Machiavellian type, but direct, open, and above-board in the fashion which we have been proud to think American. He worked frankly and earnestly for peace and good understanding. At his accession, England was isolated. Germany, France and Russia were openly hostile; Italy, Spain, China and Japan were suspicious and ready to take alarm. It was King Edward's influence more than any other one factor that effected the alliance with Japan, the *entente cordiale* with France, and brought Italy into the new Triple Alliance. His winning personality accomplished the conciliation of Russia and brought about the marriage treaty with Spain. But the most notable triumph of this peaceful king was the termination of the Boer War. That unhappy conflict was sapping the life-blood of two brave peoples, each fighting with bull-dog obstinacy for a point of honor, and there seemed to be no end to the disastrous strife when Edward, immediately on his accession to the throne, announced that it must stop. His influence secured for the Boer nation such terms as have enabled it to recover prosperity and political freedom. When General Botha went to London to attend the Imperial Congress, the enthusiastic reception accorded him by the English people proved that the war was none of their making, and that the king had interpreted their will more justly than Parliament or prime minister."

Professor Coman then introduced Judge Robert F. Raymond of the Superior Court of Massachusetts, who made the pertinent address reported by the College News last week. Judge Raymond defined the peace movement as a result of the same increase of attention to moral questions which has produced or is producing higher standards of ethics in business or municipal life, greater equity in law and in the distribution of the products of industry.

The Hartford Peace Congress.

The New England Arbitration and Peace Congress was held in Hartford and New Britain, Conn., May 8-11, under the auspices of the American Peace Society and the Connecticut Peace Society. A glance at the program showed the important part taken by universities and colleges. The presiding officer was Dean Henry Wade Rogers of the Yale Law School. President Seelye of Smith College was appointed chairman of one session, and President Luther of Trinity College presided over another. President Thomas of Middlebury College read a paper on "The Dynamic of a Successful World Peace."

Hamilton Holt, managing editor of the Independent, Hon. Simeon E. Baldwin, ex-chief justice of the Supreme Court of Connecticut, and Hon. John W. Foster, ex-Secretary of State, in a paper, "War not Inevitable, with Illustrations from the History of our Country," stood for three great centers of thought and influence. An address by Baron d'Estournelles de Constant, recipient of the Nobel peace prize in 1909; a review of Norman Angell's new book, "Europe's Optical Illusion," by Rev. Walter Walsh of Dundee, Scotland, and the paper of Professor Masujiro Honda, formerly of the Government College in Japan, and now head of the Oriental Information Bureau in New York City, gave the sessions a marked cosmopolitan character. The last paper was especially noteworthy, presenting the situation of Orientals in this country and the need of room for suitable expansion in Japan as questions liable to call for arbitration.

A special mass meeting on Sunday afternoon was devoted to addresses on the relation between labor and international peace. President Charles J. Donahue, president of the Connecticut Federation of Labor, New Haven, Conn., was introduced, and an address, "Labor's Interest in World Peace," was made by John Brown Lennon, treasurer of the American Federation of Labor, Bloomington, Ill.

Mrs. Fannie Fern Andrews of Boston told of the American School Peace League, in an address full of suggestions for work in schools. There one had an incidental but gratifying reminder of Wellesley in a contribution to Everyland, the new magazine for internationalism to boys and girls, entitled "A Hero of the Cannibal Islands," by Helen Barrett Montgomery, '84.

A unique local association brought to bear upon the congress the vitalizing force of a great personality. In the neighboring town of New Britain lived and died an eminent pioneer of the peace movement, Elihu Burritt, "the learned blacksmith." On Tuesday, the third day of the congress, and the one hundredth anniversary of his birth, two sessions were held in New Britain to honor the memory of Elihu Burritt, who, in 1846, drafted a charter for The League of Universal Brotherhood, and travelled over Europe preaching the gospel of arbitration and inaugurating peace congresses, foreshadowing the American plan for a congress

College News.

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The Hartford Peace Congress.—Continued.

and court of nations, which is now being worked out at The Hague. Someone noted that perhaps never before, in history, had the banks, the factories, the shops, the schools of the town been closed that all might unite in honoring a man simply as an apostle of peace. It has been suggested that there should be built in New Britain a Brotherhood House, open to the twenty-five nationalities of this manufacturing center, as a memorial of the town's greatest citizen, and as a reminder of the controlling passion of his life.

CLIPPINGS.

We plan to tax our citizens for $18,000,000 for one single short-lived battle-ship which is twice what the nation, the states and the cities are paying to save one hundred and fifty thousand deaths annually from tuberculosis.—Lucia Ames Mead.

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When Heine died, he asked that upon his coffin be placed a sword, for he said: "I have been a faithful soldier in the liberation war of humanity." To-day, in spirit, we may lay a sword on the grave of Elihu Burritt in memory of the sword he carried throughout his days, the sword with which he smote down the forces making for unrighteousness, injustice, tyranny and unbrotherliness.—Rabbi Stephen S. Wise.

Peru has accepted the offer of mediation by the United States, Argentina, and Brazil in her dispute with Ecuador, and there is an unofficial report that Ecuador will do likewise.—Report of Mohonk Lake Conference, May 19-21.

A man must love his country, not for what his nation may gain at the expense of others, but for what his country has to contribute to the welfare of the world.—President John M. Thomas of Middlebury College.

Peace is not a manufactured article, but the fruit of the spirit. The Peace Society is to teach man what to fight for; it is the true arming of the Christian soldier.—Professor Kilpatrick of Knox College, Toronto.

John Ruskin once said that, whenever the women of the world really make up their minds to put a period to war, they can do it.

The Intercollegiate Peace Association, though much hindered by want of means, continues its work of arousing interest in the colleges and universities represented in it by means of debates and oratorical peace-prize contests.—Advocate of Peace.

The advance can be made along several lines. First of all there can be treaties of arbitration. Secondly, there is the further development of The Hague Tribunal, of the work of the conferences and courts at The Hague. In the third place, something should be done as soon as possible to check the growth of armaments, especially naval armaments, by international agreement. Finally, it would be a master stroke if those great powers honestly bent on peace would form a League of Peace, not only to keep peace among themselves, but to prevent by force, if necessary, its being broken by others.—Extract from the address before the Nobel Prize Committee delivered at Christiania, Norway, May 5. by Theodore Roosevelt.

A POEM.

BY BURGES JOHNSON.

"Believe in war? Ye ask a question, son,
Thet starts a turmoil underneath my hat.
Jest fifty years ago I fit in one,
And these old scars make me believe in that.

"And yit sometimes I waken aout of dreams
Of camps and marches and the musket's crack,
And all the truth of thet old war-time seems
No realler than th' dreams that take me back.

"Most allers I kin see some trampled field,
Er plundered barn, er homestead's flame and smoke,
Er weak old men thet whisper as they yield,
Er sullen, silent grief of women-folk.

"I see a lad come runnin' toward a wall
Whar I lie hid,—a boy my age an' size,
It seems 'sif I kin see the speedin' ball
That bores a hole between his eager eyes.

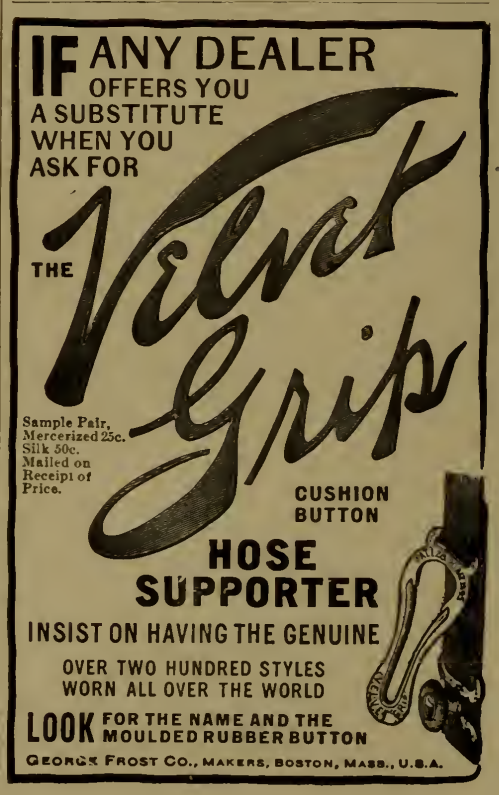
"That war was War—it was my job t' shoot
And burn an' crush, an' lurk behind a wall;
Then sleep untroubled, nights, ez enny brute,—
But that lad's face somehow survives it all.

"We both looked duty squaarly in th' face;
We both was men, thet's haow we both was thar.
He might hev got more useful in his place
Than ever I hev growed, from yar t' yar.

"His folks an' mine wa'n't diff'runt in their hearts,—
Same hopes, same prayers, same old unselfish pride,
T' hev their boys play all th' biggest parts,
Then one lad shot th' other 'tween th' eyes.

* * * * * * *

"I miss that lad—th' one I never knew,
I sorter wish we'd had a fairer fight
In dif'runt style, t' prove aout pints of view,—
Queer fancies—but God knows I wish we might."



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COLLEGE CALENDAR.

Saturday, May 28, in the afternoon, the Crew Competition.
Saturday, May 28, at 3.00 P.M., at Tupelo Point, the Dennison House Play.
At 7.30 P.M., in the Barn, Junior Barnswallows.
Sunday, May 29, at 11.00 A.M., service in Houghton Memorial Chapel. Sermon by Rev. Alexander McKenzie, D.D., of the Shepherd Memorial Church of Cambridge.
At 7.00 P.M., in Houghton Memorial Chapel, vespers. Address by Mr. Homer C. Stuntz of Methodist Foreign Missionary Board.
Monday, May 30, at 4.30, in the Barn, 1912 Class social.
In the evening, a meeting of the Deutscher Verein.

Meeting of the New England Intercollegiate Press Association.

The twenty-eighth annual convention of the New England Intercollegiate Press Association was held in Boston at the Hotel Westminster on Friday, May 20, 1910. Among the various points taken up for discussion were, the distribution of work, the competition and point system, ways and means of stimulating student interest and business methods employed. The COLLEGE NEWS was pleased to find that with the exception of some college dailies and bi-weeklies, it could be ranked as a fairly flourishing publication; it is hoped that some of the various new ideas gained at the conference will make it a better one.

Luncheon followed the meeting and a short visit to the offices of The Tech on Trinity Place.

The officers of the Association for next year are: President, R. H. Ranger, general manager of The Tech; Vice-president, Imogene Kelly, editor-in-chief of the Wellesley COLLEGE NEWS.

NOTICE.

All former members of the Class of 1910 who intend to come back to Commencement are cordially invited to attend Class supper. Please send names and $2.75 before June 14, 1910 to

MIRIAM CARPENTER, College Hall,
Chairman of Class Supper Committee.

ATHLETIC ASSOCIATION OFFICERS.

The officers for the Athletic Association for 1910-11 are as follows:

President..... Agnes Roche, 1911
Vice-president..... May Gorham, 1912
Treasurer..... Anna Christensen, 1912
Secretary..... Josephine Guion, 1913
Custodian..... Esther Balderston, 1913

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COLLEGE NOTES.

The Christian Association held a union meeting in College Hall Chapel last Thursday evening, at which the annual reports of the different committees were heard. The president, Grace Kilbourne, presided.

On Monday evening, May 23, the Southern Club held a meeting at the Shakespeare House; officers for next year were elected.

On Monday, May 23, the Alliance Française had a picnic—their last meeting of the year.

Dr. Jeffrey A. Brackett of the School for Social Workers, and representative of the Associated Charities of Boston, addressed a conference on "Social Work as a Profession," on the evening of Tuesday, May 10. The conference was held in Room 221, College Hall.

Some members of Economics 10 made an expedition to observe immigration inspection on Thursday, May 19.

The Board of the Christian Association had a straw ride last Thursday evening from 8 o'clock till half-past 9. After the ride soup and crackers were served hastily at Shakespeare House.

Professor Thèrese Colin, Ph. D., and Miss Amélie Sérafon, have written a new French Grammar, "Practical Lessons in French Grammar," which will appear the first of June. It is published by the Benjamin H. Sanborn Company.

Miss Homans gave a dinner to the retiring Athletic Association Board on Saturday evening, May 18, at her home in Wellesley.

Miss Mary E. Collett, 1910, has been awarded a graduate scholarship in the University of Pennsylvania for the coming year and will work in the department of zoology.

Tuesday afternoon, May 17, at 3.20, Mr. Brown of the Wellesley High School spoke to the students of Education I on "The Teaching of First Year Latin."

On Monday afternoon, May 23, Noanett and Webb played a baseball game on Cottage Street. Noanett won, the score being 34 to 25.

ART NOTES.

ST. BOTOLPH CLUB: Paintings by Mr. Barnard.
NORMAL ART GALLERY: Sketches and Craft Work.
MUSEUM OF FINE ARTS: Exhibition of New Prints.
BOSTON CAMERA CLUB: Twentieth Exhibition.
BOSTON CITY CLUB: Pictures by Mr. White.
BOSTON CITY CLUB: Pictures by Mr. Spaulding.

THEATER NOTES.

HOLLIS STREET: Ethel Barrymore in "Mid-Channel."
TREMONT: "The Girl in the Taxi."
COLONIAL: Robert Edeson in "Where the Trail Divides."
PARK: William Hodge in "The Man From Home."
SHUBERT: "The Goddess of Liberty."
CASTLE SQUARE: "My Wife."
MAJESTIC: Charlotte Hunt and her company in "The Blue Mouse."

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STUDENT GOVERNMENT.

A meeting of the Student Government Association was held in College Hall Chapel on Friday afternoon, May 20. After the reading of the minutes, a report of the executive board was read by the secretary, and a report for the house presidents by Miss Murphy, followed by a report of the fire brigade by Miss Bowen. Mary Sawyer was elected head of the brigade for next year. The secretary then read a communication from the leaders of the fire drills, recommending that absence from fire drills be considered a serious error. It was moved, seconded and carried that this recommendation be accepted.

An announcement was made by Miss Vose that the New York Wellesley Club has presented a check of $660 for the Students' Building. Miss Colt then told of 1913's birthday present to Student Government, engraved writing paper, for which Miss Douglas gave the thanks of the Association.

The amendments to the "point system" were then read, discussed and accepted. The changes are as follows: the vice-president of the Christian Association from a sub-major to a major office; the vice-president of L'Alliance Française from a sub-minor to a minor office; the seniors on the Student Government Committee for the village from sub-minor to minor offices; the class chairman of the International Institute League to a sub-minor office; the head of rowing from a major to a sub-major office.

The president spoke of a recommendation made by the Christian Association that two members of the Student Government Board, preferably the president and vice-president, be sent to the Silver Bay Conference. The recommendation was discussed and accepted.

The president then read one of the minutes from the last meeting of the Academic Council, censuring the attitude of the students toward the college property, especially in regard to the use of the library. A general discussion of this matter followed; resolutions were finally adopted, to be sent to the Academic Council, expressing the desire of every member of the Association present, to co-operate in a most earnest endeavor to respect all college and town property rights and to keep the College Campus free from all disfigurement. It was also moved, seconded and carried that a request be sent to the Library Committee, that for the rest of the year, the students be allowed to use fountain pens in the library. After more discussion, the meeting was adjourned.

FREE PRESS.

I.

I quite agree with that ardent Free Presser who so wrathfully rebukes the girls that keep boats out over time. I would press her case still farther. How about those ambidextrous creatures that take all the paddles in the case and leave the boats? It is maddening, to say the least, to trot up from the village on an enticing moonlight night and find three, perhaps four boats, and not even a piece of a broken oar to propel them by. 1913

II.

It may be that the girls in one of my classes are willing to show their instructor ordinary politeness, but, if so, it is not very apparent. The moment the preliminary buzz of the bell sounds, pages rattle, books are collected, perhaps dropped on the floor in the process, fountain pen tops are snapped on with a vicious click, and their owners talk out loud and start up from their seats without paying the slightest attention to the instructor. This instructor, by the way, has never detained the class further than to complete her last sentence. J. W.

III.

The way we talk! Of course no one expects college to be a place where flows a "fount of English, pure and undefiled," but neither does any one expect—exactly—to hear "If that isn't a good-looking moon!" in the same breath with "My dear! She's got the best-looking hat!" Is it poverty? Or is it mere laziness that makes us so careless with our words? Perhaps it is just our love of appearing a bit blase—we are really very young, you know! 1912.

IV.

Do you really enjoy fire-drills, you people who loiter and hush and giggle on the stairs and through the halls every time we have one? If you do, there is a little sense in your apparently witless behavior. For, of course, they will keep on having fire drills until we pass out quickly and quietly. To some of us who really dislike having our work broken in upon in the middle of the morning, it would seem a much more intelligent and womanly proceeding—to say nothing of the selfishness or unselfishness involved,—to abide with all loyalty by the rules of our Student Government in this matter of fire-drills, and go speedily from the building at the sound of the fire bell—"magna cum silentia." 1912.

PARLIAMENT OF FOOLS.

THOUGHTS: 3, A.M.

A weary time—a weary time!
And nothing to be seen.
Forensic burning never was
As bad as this has been.

A feeble blur, no tail at all
That I can see:—and then
They tell the bliss of seeing a world
Swim into your ken!

LINES TO BASEBALL.

With apologies to Bryant's "Lines to a Waterfowl."

Whither 'midst fallen dew,
While glow the heavens with the first steps of day,
Far down yon Cottage street do they pursue
Their slow and sleepy way?

Vainly the Webb girl's eye
Might mark their course to see wherefore they go,
As, bat and ball in hand, their feet they hie
O'er field and hillock low!

Seek they to win from Webb the baseball game?
Such is their cry,
Bold Noanetters, known afar to fame,
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Mrs. Ripley's Lecture on "The Teacher in her Relation to the Community."

Those of us who had put aside the 3.20 period of last Saturday afternoon to hear Mrs. Ripley speak on "the teacher in her relation to the community" certainly felt ourselves repaid. Mrs. Ripley, it is remembered, was formerly the head of the department of Pedagogy at Wellesley and is now the Assistant Superintendent of Schools in Boston. From her many years of teaching and her contact with a great variety of schools, she affirmed that there is no occupation in which the influence of women can be so keenly felt as that of teaching. Before substantiating this belief, however, Mrs. Ripley suggested that it was interesting to watch the changes which have taken place during the past three decades in people's conception of "service." In the first of these decades man's work was carried on wholly under the realization that mankind is the "servant of God" and should be guided almost blindly by His apparent will. The spirit of the second decade differed slightly from that of the first, being characterized by the "Christian Endeavor" efforts; while now in the third decade we are all engaged in the "social service" work. These changes in the different conceptions of service are due, Mrs. Ripley pointed out, to the gradual development of the idea that we are not being entirely acted upon externally, but have to a certain extent the power of influencing voluntarily.

Mrs. Ripley said that the first great influence of the teacher is that through the child upon his home. This influence is needed especially in civic places where mothers have no ideas concerning the moral bringing up of their children and so are unable to give them the right home environment. The child in a way is really more independent than his parents since it is almost always through him that reforms in the home life are brought about. As an example of this, Mrs. Ripley described to us a Practical Arts High School in Boston, in which sewing, millinery and especially the art of furnishing a home in good taste are taught. The girls in this school have modified their homes to a wonderful extent. In fact the mother of one of them told the teacher she was afraid she would have to withdraw her daughter from the school, since she was demanding that the whole house should be papered over. The teacher then made a visit to the home and found that its entire appearance had been improved, a change due entirely to the child through the influence of the school. Some of the graduates of the school, Mrs. Ripley added, have gone on with their work and are now in millinery departments. The influence of the teacher on the home is illustrated again by an experiment which Mrs. Ripley was engaged in last January. The School Board decided that it would be advantageous to know how many of the children in Boston had anæmic tendencies and out of the eight thousand, five thousand were reported to be in this condition. The reason for this was that the mothers, forced to help support the family, could not stay at home to see that their children got the proper food and, what was still worse, they seemed to be ignorant as to what was proper food. Therefore a cooking class for the mothers of anæmic children was arranged. It was to meet every Tuesday afternoon, nurses were to go to each lesson and then to the homes to see how well the mothers were carrying out what they had learned, and every month the condition of the children was to be reported. Thus everything had been planned, but the only drawback was that the mothers would not come to the class; they were indignant at the accusation of their inability to cook and insisted that they could provide for themselves. Consequently the cooking class threatened to be a failure. Through their contact with the teachers, however, the children understood the advantage of the class and insisted upon their mothers attending it. The experiment now has been proved to be a great success, but if it had not been for the children's co-operation in it, it would have been a most complete failure.

Aside from her effect upon the home, the teacher also has a great influence on the child himself. As Mrs. Ripley said, the keenest pleasure of the teacher is to see the inspired ideals of the child gradually carried into effect. There are the best opportunities to influence the child's mind while he is in High School, since he is then at the critical age. Innumerable instances have occurred of young men and women who, having been given the right influences through the teacher at that time, have grown up to realize her worth and have always a feeling of infinite gratitude for her. On boys especially there is a great chance to sow the right seed, since many of them come to school simply because it is the custom and have no intentions of working. The best way to deal with them is, Mrs. Ripley said, to make them feel that they are striving for and are gradually obtaining intellectual success. This can be done by giving them hard, definite work to do and then impressing upon them their triumph when they have completed it. Mrs. Ripley then read to us several letters from

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Mrs. Ripley's Lecture on "The Teacher in her Relation to the Community."—Continued.

boys of eight, nine and ten years in which we could realize the charm of the personal relation between the child and the teacher.

For the teacher is really the child's ideal and on account of this is she able to serve the future. It can truly be said that the world is born anew every generation. It is only through the youth of the land that we can hope for a better country, and the class-room relation with the teacher has an undying effect upon the child. His High School days determine our future and for this reason, if for no other, should teaching, Mrs. Ripley said, be considered one of the fine arts.

In closing, Mrs. Ripley told us of the mistaken ideas of many college graduates concerning the value of vocational training. A large number of the latter, she said, seem to prefer vocation to ordinary teaching, but she showed us the utter impossibility for us to try to give instruction in any vocation with which we ourselves are not familiar. Moreover, Mrs. Ripley assured us, a teacher can find no reward so gratifying as that simple, personal class-room relation between the child and herself.

May Festival of the New England and Massachusetts Suffrage Association.

The members of the College Suffrage Association who attended the May Festival in town in the hope of laying in a new store of arguments were agreeably disappointed. The association had laid aside its mood of usual "high seriousness" and was frankly out for a holiday. Mrs. Mary Ware Dennett, secretary, presided at the meeting, which was prefaced by supper, and introduced the speakers.

Professor Frances Squires Potter of the University of Minnesota, the first speaker, presented a plan for social settlements which would aid the growth of a true democracy and help solve the present economic problems as well as other pressing dangers to the country's welfare.

Dr. Max Eastman, the next speaker, confessed that he took up the suffrage cause because he liked a change. "I'd rather go from bad to worse than let well enough alone," said he.

"A hobby for collecting," was Miss Costelloe's reason for speaking for suffrage. Collecting converts "is the greatest fun imaginable," she informed her audience.

Professor Henry S. Nash of the Cambridge Theological School differed from the other speakers in that he was forced into the Suffrage cause by a "moral passion," and gave as his chief reason that higher education minus practical experience was not culture but a mere veneer. He also felt that for a man to attempt to represent woman with all her individual needs, ideas and preferences was a greater task than that of squaring the circle. How could he, an advocate of suffrage, represent his wife, who was decidedly against it?

This speech, with a few concluding remarks, concluded the evening's program which was duly appreciated by a large and enthusiastic gathering.

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Mr. Wallas' Lecture to the Social Study Circle.

On May 17, at 7.30 P.M., in College Hall Chapel, Mr. Graham Wallas gave the Social Study Circle an interesting talk on "The Effect of Civilization upon Happiness."

The theme of his discourse centered around two ideas advanced by Aristotle: First, that everything we do should be done for the sake of something else, all our acts thus leading to some supreme or ultimate purpose, and that in order to attain true success in life we must know that ultimate purpose; and second, that the ultimate purpose of all human life is to attain a certain state of vivid human consciousness which may be called happiness, a consciousness of harmony in the soul.

The essence of the civilized man, according to Aristotle, consists in his being able to give the supreme reason for all that he does. On this basis he would consider much of our modern society uncivilized. Men and nations strive in order that they may increase their possessions and add to their power, to what end they know not. We do not know the aim of our modern civilization. The Greeks found easy answers for these questions in regard to the ultimate purpose; but modern philosophy has refused to see the end unless it is really there. The philosopher Hobbes thought that there was no purpose to life, that life was made up of a vain striving for power which only ended in death. We of to-day are also unwilling to accept the easy explanation and in fact have reached to some extent that humble state of mind where we doubt of our ability to discover the ultimate purpose of life.

Aristotle would have considered one of our chief difficulties to lie in the fact that we have made for ourselves communities so large that men cannot be in touch with each other. The ideal community in his eyes should not have more than two thousand inhabitants. But we have built for ourselves large cities and have not made ourselves any larger in order to be fitted to live in them. Our eyes can only see a few miles dimly, we can remember only a few names and faces, we can know only a few people. Therefore we can not have a personal acquaintance with all the people in our communities and since, as Aristotle would say, all men are different, we can not imagine their personalities, their aims and desires. In this way we lack the essence of a common purpose which comes through each man being in touch with every other. Our system of representation should, if perfect, do away with this difficulty. But this system is not perfect. That men who, in many cases, do not know the ultimate purpose of their own lives should make a purpose for a nation, seems improbable. We have made a machine too large for us to handle.

Nevertheless we have to live in large cities and have to control the lives of men whom we do not know. How can we best surmount the difficulties? Though all men are different yet they are all made according to one pattern; and by close study of this pattern we can prepare ourselves to treat the variations. We can learn something of the individual from the careful study of human life and thought in general. The striving for this knowledge is one of the most hopeful signs of the times. Through this study of human life and thought, this getting to know the individual, we may obtain some knowledge of the great purpose of life.

Aristotle said that the thing that all men most desire, toward which all strive, is a state of vivid human consciousness, which may be called happiness or harmony within the soul. All human efforts in all times have been directed either consciously or unconsciously toward this end. But many difficulties arise in the interpretation of the word happiness. Many have failed to find it because they have interpreted it as synonymous with pleasure; but experience teaches otherwise. In the greatest resorts of pleasure one may find the greatest unhappiness. What then, is happiness and how may it be best obtained for the greatest number of people?

Many have been led to believe that people who live in small and simple places are happier than those who live in more highly organized communities. If working men and women are questioned as to whether they do or do not like their employment, it will be found that of those who answer in the negative, the large majority base their dislike upon the fact that they are not treated like individuals but merely as parts of a great machine. Experience has shown that men do better work and are happier, when they live and work in small groups. The reason for this is the fact that in small groups they are able to get in touch with each other, they feel themselves as individuals. Whenever men and women are thrown together in large numbers the tendency is to get into small groups. What they need is the feeling of individualism. To treat people as individuals brings out in them the spirit of personal responsibility, and with it all that is best in human nature. To feel one's self an individual with an important place in "the great structure of human life" is one of the secrets of happiness.

To bring out this spirit of individualism in all men as a means of securing their happiness is the present tendency; and our modern civilization should be realized as the means toward this end.

At the close of Mr. Wallas' talk, the meeting adjourned to the faculty parlor for an informal reception.

Fellowships in Research at the School for Social Workers in Boston.

The School for Social Workers of Simmons College and Harvard University, through the financial aid of the Russell Sage Foundation, offers several fellowships in research for the academic year 1910-191. The amount of these fellowships will be $350, from which no charges will be deducted for registration or tuition.

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Fellowships in Research at the School for Social Workers in Boston.--Continued.

These fellows in research will devote most of their time to the investigation, under close supervision of some current social problem, on which they will be required to present a written report. They will also attend a series of lectures conducted throughout the year on methods of social investigation including the use of statistics and, by special arrangement, may take other courses offered by the School.

The field of social work is rapidly broadening and there are promising opportunities for young men and women of ability possessing special training. Applications should be sent to the School for Social Workers, 6 Hamilton Place.

ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Cecile F. Hungerford, 1905, is a cataloguer in the Brooklyn Public Library. Address, 140 Greene Avenue, Brooklyn, New York.

Miss Minnie Packard, 1909, is teaching in the Danvers (Mass.) High School.

Miss Alice Perry Pope, 1905, is now first assistant in the Children's Department of the Worcester (Mass.) Public Library.

Miss Isabelle Stone, 1905, has been reading Greek at Bryn Mawr during the second semester of this year.

Miss Marie Scaler, 1909, has received a College Settlement Fellowship appointment.

Miss Gertrude Helen, 1909, is teaching history and first-year Latin in the Norwich (N. Y.) High School.

Miss Mary Lent, of the Class of 1904, sailed, May 14, for Europe, to remain until September.

Mrs. Horace Dyer (Sarah Lyndon, 1901) visited Wellesley recently. Address for the present, 1212 Commonwealth Avenue, Boston.

ENGAGEMENTS.

Miss Agnes Dana, 1908, to Mr. Clarence Raymond Howe of Providence, Rhode Island.

Miss Ruth Johnson, formerly of 1910, to Mr. T. Archer Morgan of Scranton, Pennsylvania.

MARRIAGES.

HELLMER—PINKHAM. May 18, 1910, in Kennebunkport, Maine, Miss Isabella Sampson Pinkham, 1905, to Mr. Raoul Ernst Hellmer. At home after November 1, 5032 Schuyler Street, Germantown, Pennsylvania.

GRAVES—BURLINGAME. March 22, 1910, in Worcester, Massachusetts, Miss Alice Avis Burlingame, 1906, to Mr. Arthur Everett Graves. At home, 17 Somerset Street, Worcester, Massachusetts.

DULLES—ROLLINS. May 16, 1910, at Mamaroneck, New York, Miss Helen Rollins, 1904, to Mr. William Dulles. At home after September 15, Roseville, Englewood, New Jersey.

BIRTH.

April 29, 1910, in Bellows Falls, Vermont, a daughter, Rena Marguerite, to Mrs. Clarence W. Bush (Annie R. Brown of the Class of 1905).

DEATHS.

May 3, 1910, Marjorie Evelyn Waxham, 1898.

May 9, 1910, at Boonton, New Jersey, Dr. George W. Holmes, father of Mary W. Holmes, 1903.

May 15, 1910, in Concord, Massachusetts, Judge John S. Keyes, father of Alicia M. Keyes, Instructor in Art, 1899-1902.

CHANGES OF ADDRESS.

Miss Bertha E. Smith, 1899, Annie Wright Seminary, Tacoma, Washington.

Dr. Mary Osborn Hoyt, 1889, 5548 Woodlawn Avenue, Chicago. (After June 20.)